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ABSTRACT

This bibliography contains approximately 80 abstracts of publications, dated from 1991 through 1996, concerned with the provision of educational services for students with disabilities in inclusive settings. Each one-page reference includes bibliographic information (author, title, publication date, journal, publisher, place of publication); source information; an abstract; subject descriptors; and a list of suggested audiences. The abstracts are grouped into the following broad categories: case studies, collaboration, curriculum, disability awareness, early childhood, legal interpretations, legal issues, legislation, miscellaneous, newsletters, philosophy, policies, position statements, research, staff training/preparation, strategies/implementation, teacher education, and videos. (CR)

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INCLUSION: AN ANNOTATED BIBLIOGRAPHY

November, 1996 Supplement

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University Affiliated Program
Center on Human Development
University of Oregon
Eugene, OR 97403

EC 305761

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BEST COPY AVAILABLE

Author: Sax, C., Fisher, D., & Pumpian, I.

Year of Publication: In press

Title: **Outcomes for students with severe disabilities: Case studies on the use of assistive technology in inclusive classrooms**

Journal or Newsletter: Journal of Technology and Disability

Volume: **Issue Number:** **Pages:** 1-16

Place of Publication:

Publisher:

Abstract: Three case studies illustrating the use of assistive technology in supporting students with severe disabilities in general education classrooms are described and analyzed in this article. (from original abstract) If outcomes for adults include valued membership in their community and work environments, then schools must assume responsibility for providing opportunities for meaningful participation and relationship-building among all students. A full range of supports and services, including the use of assistive technology, is required if students with severe disabilities are to realize these outcomes.

Descriptors: assistive technology; inclusion; case studies; severe disabilities

Source: Interwork Institute
5850 Hardy Ave.—Suite 112
San Diego, CA 92182
(619) 594-2462

Suggested Audience: teachers, professors, policy makers, administrators

Cost:

Author: Eber, L.

Year of Publication: 1994, Fall

Title: The wraparound approach: Toward effective school inclusion

Journal or Newsletter: Claiming Children

Volume: **Issue Number:** **Pages:** 1, 3-9

Place of Publication: Alexandria, VA

Publisher: Federation of Families for Children's Mental Health

Abstract: The wraparound approach assumes that providing effective systems of mental health care requires developing supports in natural settings for children with emotional and behavioral disabilities. The wraparound approach provides a network of services around a youth and family in the home, community, and school environments and is characterized by parent-driven individualized service plans and the creative use of resources and natural environments. This article explores the implementation of the La Grange (IL) Area Department of Special Education (LADSE) Wraparound Project (WRAP) and its Wraparound in Schools (WAIS) component. The LADSE experiences indicate that implementing individual plans requires a range of in-school respite and classroom services, planning facilitation, modeling of a strength-based approach, and ongoing technical and information assistance to teachers. Success relies on the collaboration of all stakeholders during four critical planning steps: (1) analyzing school strengths; (2) describing the qualities of successful programs elsewhere; (3) identifying and prioritizing qualities needed at the school; and (4) developing shared implementation strategies.

Descriptors: integrated service delivery; collaboration; mental health; families; inclusion

Source: Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314
(703) 684-7710
FAX (703) 836-1040

Suggested Audience: policy makers; administrators; teachers **Cost:**

Author: Sapon-Shevin, M.

Year of Publication: 1991, October

Title: Cooperative learning in inclusive classrooms

Journal or Newsletter: Cooperative Learning

Volume: 12 **Issue Number:** 1 **Pages:** 8-11

Place of Publication: Santa Cruz, CA

Publisher: International Association for the Study of Cooperation in Education

Abstract: Inclusive classrooms are based on three key principles: (1) children are best able to learn with other children the same age; (2) all children in a classroom need to learn in ways appropriate to their skills and needs; and (3) all children need to help their peers grow and learn. Furthermore, all children profit from heterogeneous settings that teach caring and responsibility. According to the article using cooperative learning to work towards inclusive classrooms requires rethinking the curriculum in favor of more interactive participatory projects. For example, schools should move from lock-step, skill-driven deficit models toward whole language approaches allowing children to work at different skill levels. A climate of collaboration and respect among teachers is necessary if inclusion and cooperative learning are to be possible. Moving toward full inclusion requires the adoption of the attitude that diversity enriches the learning experiences of all students. The greatest challenge in creating inclusive schools is conflict due to disagreements about what schools are for and why children attend them.

Descriptors: teacher training; teacher roles; cooperative learning; cooperative teaching; classroom strategies; inclusion

Source: International Association for the Study of Cooperation in Education
136 Liberty Street
Santa Cruz, CA 95060

Suggested Audience: parents; teachers; state and local administrators

Cost:

Author: South Dakota Deaf Blind Project

Year of Publication: 1995

Title: Welcoming parents as partners

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Pierre, SD

Publisher: South Dakota Statewide Systems Change Project

Abstract: A practical guide for educators, administrators, and related service staff, this booklet focuses on collaboration with parents of children with disabilities. It includes a checklist to measure the quality of programs in terms of parent participation and a list of the common desires of parents.

The booklet examines how to create effective partnership teams for inclusion programs and provides advice on strategies for facilitating team interaction, building trust, and improving communication among team members through a variety of media. It also provides guidance in organizing, conducting and recording effective team meetings.

It includes 14 references and an appendix with sample progress reports, an agenda form, a problem-solving guide, a student profile and parent questionnaire, and a goals-identification worksheet.

Descriptors: inclusion; parents; teams; teamwork; guidelines

Source: South Dakota Statewide Systems Change Project
1212 West Dakota Avenue
Pierre, SD 57501
605-224-9554
1 (800) 873-3493

Suggested Audience: educators; administrators; parents **Cost:**

Author: Warger, C. L., & Pugach, M. C.

Year of Publication: 1996, February

Title: Forming partnerships around curriculum

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 62-65

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: This article describes how collaboration in inclusive settings can be used for a more proactive approach to planning whereby educators make changes to the curriculum to meet the needs of diverse students, rather than just react to individual students' problems. Curriculum-centered collaboration by special and general educators can assist inclusion efforts both in troubleshooting around problems as they arise and in preventive curriculum planning. Four phases characterize effective collaboration: (1) establishing teacher rapport; (2) identifiying of problems, including problems with new curriculum goals and preferred instructional strategies and techniques; (3) brainstorming curricular modifications that address these problems and identifying needed support practices and early intervention programs; and (4) evaluating how well students achieved curricular outcomes and responded to instruction, and then determining how well the assessment approaches evaluated student learning. It is important that general and special educators collaborate in identifying how changes in practice will affect learning before their implementation.

Descriptors: collaboration; inclusion; strategies; curriculum

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: state and local technical assistance providers; teachers; principals **Cost:**

Author: Carbo, M.

Year of Publication: 1996, February

Title: Reading Styles: High gains for the bottom third

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 8-13

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: This article reports that the Reading Styles model has has been shown to bring about rapid results for those in the bottom third academically. Consistent and intensive use of three Reading Styles strategies have produced the greatest gains: (1) identify students' strengths; (2) match reading methods, materials, and strategies to these; and (3) provide sufficient modeling and demonstration. Students need the right kind of modeling, from least to most independent: shared reading, recorded books, echo reading, choral reading, paired reading, and silent reading. Reading Style recommendations for students severely at risk of failure include providing reading lessons when students are most alert; informal reading areas; simple directions and many examples; for global students, a de-emphasis in activities requiring highly analytic abilities; to choose from a variety of approaches for students when giving book reports; adequate structure and skill work; colored page overlays for students with visual problems; and performance assessments with both open-ended and right and wrong answers.

Descriptors: reading; inclusion; curriculum; learning styles; strategies

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: district-level administrators; teachers; principals **Cost:**

Author: Graves, M., Graves, B., & Braaten, S.

Year of Publication: 1996, February

Title: Scaffolded reading experiences for inclusive classes

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 14-16

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: Scaffolded Reading Experience (Graves & Graves, 1994) helps learners bridge the gap between what they know and can do and the intended goal. This article describes how it can be an effective instructional technique particularly appropriate to the inclusive classroom.

The approach demands that the teacher carefully consider the activities during the three phases of reading to help students achieve their particular reading goals. Prereading activities (phase one) could include relating the reading to students' lives, activating background knowledge, teaching vocabulary, pre-questioning, predicting, and direction setting. Reading activities (phase two) might include silent or guided reading, reading to students, or modifying the text. Post-reading (phase three) would likely include questions, discussion, writing, reteaching, and application and outreach activities. Success in an inclusive classroom demands differentiated Scaffolded Reading Experiences, or different combinations of activities for different students.

Descriptors: inclusion; reading; curriculum; strategies

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: technical assistance providers; teachers; principals **Cost:**

Author: Hammond, M., Jentzsch, C., & Menlove, M.

Year of Publication: 1994

Title: Fostering inclusive schools and communities: A public relations guide

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Salt Lake City, UT

Publisher: Utah State Office of Education and Utah State University

Abstract: This booklet is a practical guide for those interested in using public relations to support programs for inclusion in schools.

Chapter 1 discusses the role of public relations in developing a public image, including the issues of raising funds, developing a plan, organizing a staff, and media sources. Chapter 2 examines the importance of terminology. Chapter 3 reviews aspects of publicity campaigns, including press releases and conferences, public speaking, videotapes, posters, community events, and television. Chapter 4 examines parent involvement, Chapter 5 explores community involvement, and chapter 6 looks at corporate involvement. Chapter 7 details the process of including school personnel, including teachers, administrators, and support staff. Chapter 8 examines the potential of brochures. Chapter 9 explores the possibilities of a speakers' bureau, and chapter 10 considers the special case of public relations in rural settings. Also included are a bibliography and a guide to media resources in Utah.

Descriptors: disability awareness; public relations; inclusion; funding

Source: Utah State University
Disability Resource Center
Logan, UT 84322-0101
(801) 750-2444

Suggested Audience: school boards and districts; state offices where inclusion is a statewide initiative **Cost:**

Author: Allen, K. E., & Schwartz, I. S.

Year of Publication: 1996

Title: The exceptional child: Inclusion in early childhood education

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Albany, NY

Publisher: Delmar Publishers

Abstract: This textbook is an aid for educators who are identifying children with special needs and planning for their education.

Section 1 reviews policy issues regarding early intervention, including rationales for inclusive early education; specific program areas, such as child care, preschools, Head Start, recreation, and the essential program for children from birth to eight years; and germane federal legislation. Section 2 examines differences among disabled students, including causes and types of disabilities; sensory impairment; physical disabilities and health problems; and behavioral and learning disorders. Section 3 offers implementation guidelines for inclusive early childhood programs, focusing on developmental and behavioral approaches; organizing the learning environment; facilitating speech, language, communication, and cognitive development; building self-care and independence skills; and managing behavioral problems.

The book includes a glossary, appendices, and an index.

Descriptors: early childhood; community; families; policies; guidelines; inclusion

Source: Delmar Publishers
3 Columbia Circle, Box 15015
Albany, NY 12212-5015

Suggested Audience: educators; state and local policy makers **Cost:**

Author: Duffy, C., Heltzel, C., & Smith, B.

Year of Publication: 1993

Title: Welcoming all children: A closer look at inclusive child care

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Pierre, SD

Publisher: South Dakota Statewide Systems Change

Abstract: Ideally, inclusive child care provides experiences that are appropriate for children with and without disabilities. Inclusive child care settings provide disabled children with important opportunities to grow and develop and to become aware of the similarities and differences between themselves and their peers.

This document examines inclusive child care in terms of the characteristics of quality programs and competent care professionals, and from the parent's perspective. It also examines the application of the Americans with Disabilities Act to child care. Children with disabilities should have an Individualized Family Service Plan describing the child's developmental skills and abilities, current services, desired outcomes and objectives, and family resources.

The document includes a detailed list of strategies related to communication, small group settings, responding to questions, equipment and toys, books and stories.

It also includes a bibliography and a list of resources.

Descriptors: inclusion; early childhood; families; IFSPs; Americans with Disabilities Act; resources; child care

Source: South Dakota Statewide Systems Change
1212 West Dakota Avenue
Pierre, SD 57501
(605) 224-9554

Suggested Audience: parents; early childhood educators and administrators **Cost:**

Author:

Year of Publication: 1996, January 19

Title: Courts take another view of inclusion

Journal or Newsletter: The Special Educator

Volume: 11 **Issue Number:** 12 **Pages:** 1-2

Place of Publication: Horsham, PA

Publisher: LRP Publications

Abstract: This article reports on two recent court decisions that have upheld more restrictive placements than the regular classroom.

The 9th Circuit Court, in *Poolaw v. Bishop*, 23 IDELR 406, held that the proper placement for a deaf student with severe communication needs was the state residential school for the deaf and blind, not the regular classroom placement desired by his parents. Likewise, a federal judge in Tennessee, in *Kari H. v. Franklin S.D.D.*, upheld an administrative law judge's ruling that the appropriate placement for a student with severe mental retardation was a separate special education class with some mainstreaming for non-academic subjects, not the fully inclusive placement desired by the parents.

Both cases largely reinforce the existing body of law established in cases such as *Holland v. Sacramento U.S.D.*, 20 IDELR 812 (9th Circuit 1994) and *Oberti v. Board of Education*, 19 IDELR 908 (3rd Circuit 1993), that strongly implies schools should attempt inclusive placements before moving to more restrictive settings. In the cases reported here, however, the students were older and inclusive settings had been tried.

Descriptors: legal interpretations; legal rights; inclusion; students; placement

Source: LRP Publications
747 Dresher Road
P. O. Box 980
Horsham, PA 19044-0980
(800) 341-7874, ext. 275
(215) 784-0860

Suggested Audience: state and local policy makers; administrators **Cost:**

Author: Yell, M. L., & Shriner, J. G.

Year of Publication: 1996, Spring

Title: Inclusive education: Legal and policy implications

Journal or Newsletter: Preventing School Failure

Volume: 40 **Issue Number:** 3 **Pages:** 101-108

Place of Publication: Washington, DC

Publisher: Hedref Publications— Helen Dwight Reid Educational

Abstract: Sec. 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act (IDEA) together form the statutory and regulatory basis of "least restrictive environment" (LRE) requirements. Rulings by U.S. Courts Appeals have established a *Daniel* and *Rachel H.* standards for interpreting LRE. Federal statutes, regulations, and major LRE rulings together consistently point to principles to which schools must adhere: (1) a presumptive right to inclusive education; (2) appropriateness; (3) individualization, or consideration of unique individual needs; and (4) acceptance of the burden of proof. Educational reforms of the 1990's, including those on behalf of inclusion, must be accountable for their results through assessments in which students have a right to participate (required by Sec. 202(a)(17) of 1995 Senate amendments to the IDEA). The National Center on Education Outcomes at the University of Minnesota has developed a comprehensive model of outcomes of schooling and provides guidance concerning student participation.

Descriptors: legal interpretation; legislation; policy; inclusion

Source: Hedref Publications— Helen Dwight Reid Educational Foundation
1319 Eighteenth St., NW
Washington, DC 20036-1802
(202) 296-6267

Suggested Audience: state and local policy makers and administrators **Cost:**

Author:

Year of Publication: 1995, Spring-Summer

Title: **Inclusion: What does federal law require?**

Journal or Newsletter: The Link

Volume: 14 **Issue Number:** 1 **Pages:** 9-14

Place of Publication: Charleston, WV

Publisher: Appalachian Educational Laboratory

Abstract: The Constitution of the United States guarantees that all citizens have "equal protection of the laws," and are not deprived of "life, liberty, or property, without the process of law." This article reviews federal legislation, and the landmark federal and state court cases protecting the rights of individuals with disabilities.

Examined are three federal laws: Section 504 of the Rehabilitation Act of 1973, the Individuals With Disabilities Act, and the Americans With Disabilities Act. Also examined are three court cases: *Greer v. Rome City School District* (11th Circuit Court, 1992); *Sacramento City Unified School District v. Holland* (9th Circuit Court, 1994); *Oberti v. Board of Education of the Borough of Clementon (NJ) School District* (3rd Circuit Court, 1993); *Connecticut Association for Retarded Citizens v. State of Connecticut Board of Education* (District Court, Connecticut, 1993); *Statum v. Birmingham Public Schools Board of Education* (Middle District Court of Alabama, 1993); *Poolaw v. Parker Unified School District* (Federal District Court, Arizona, 1994)

Descriptors: legislation; legal issues; federal policy; inclusion

Source: Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(303) 347-0400
(800) 624-9120
FAX (304) 347-0487

Suggested Audience: state and local policy makers **Cost:**

Author: National Information Center for Children and Youth with Disabilities (NICHCY)

Year of Publication: 1995, July

Title: Resources on inclusion: 1991-1995

Journal or Newsletter: NICHCY News Digest

Volume: 5 **Issue Number:** 1 **Pages:** 11-32

Place of Publication: Washington, DC

Publisher: National Information Center for Children and Youth with Disabilities

Abstract: This extensive annotated bibliography covers such facets of inclusion as its philosophy, legal issues, restructuring and funding, planning, disability awareness, involving principals, classroom support, collaboration, making adaptations, evaluating student progress, and evaluating the inclusion program.

The material is divided into three sections, including books, journal articles, and policy manuscripts. The first section (2 pages, 5 references) lists bibliographies and directories. The second section (5 pages, 23 references) lists policy resources. The third section (12 pages, 61 references) lists "general how-to resources."

The newsletter also includes a listing of other newsletters, organizations, and publishers addressing inclusion issues.

Descriptors: inclusion; resources; parents

Source: National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
(800) 695-0285
(202) 88408200

Suggested Audience: policy makers; administrators; teachers; parents **Cost:** free

Author: The Society for Developmental Education

Year of Publication: 1994

Title: Creating inclusive classrooms: Education for all children inclusion resource book

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Peterborough, NH

Publisher: The Society for Developmental Education

Abstract: This resource book includes a wide variety of original and reprinted material. "Point of View," Section 1, provides the perspectives of union representatives, administrators, and inclusion advocacy groups on the prospects and problems of inclusion. Section 2 is a general overview of inclusion efforts including its conceptual foundations, staff development checklists, and student/peer relationships. Section 3 looks at "differently-abled/gray area" inclusion concerns. Section 4 explores the provision of whole language learning programs for the learning disabled. Section 5 examines attention deficit disorder and cocaine exposed students. Section 6 provides articles exploring programs directed at "disciplined/difficult or unusual children." Section 7 offers practical program advice from inclusive schools from across the country. Section 8 is comprised of an extensive bibliography and a collection of inclusion resources. Section 9 is a brief index.

Descriptors: inclusion; opinions; philosophy; checklists; learning disabilities; behavior management; resources

Source: The Society for Developmental Education
Ten Sharon Road
P.O. Box 577
Peterborough, NH 03458
(800) 924-9621

Suggested Audience: administrators; teachers **Cost:**

Author: Thurlow, M.

Year of Publication: 1995, July

Title: Inclusion of transition-age students with disabilities in large-scale assessments

Journal or Newsletter:

Volume: **Issue Number:** **Pages:** 1-12

Place of Publication: Minneapolis, MN

Publisher: National Transition Network—Institute on Community Integration (UAP)

Abstract: This publication provides a brief description of the functions of large-scale assessments and examines existing and developing policies as they pertain to transition-age youth with disabilities. Assessment for accountability has moved to the front of the educational reform agenda. Large-scale assessments are data-collection efforts in which large numbers of individuals are assessed. The assessment results are then used to describe educational status, make decisions about individuals, and may eventually result in the development or revision of existing state or national policies. As educational reform gathers speed, and as greater emphasis is put on assessments for making decisions that may affect life opportunities, it is important to better understand the policies and issues that surround the inclusion of transition-age students with disabilities in large-scale assessments. The level or representation of students with disabilities in large-scale assessments will impact their level of representation in national and state policy and service decisions. (From original abstract)

Descriptors: assessment; accountability; policy; inclusion; secondary; transition (secondary)

Source: National Transition Network—Institute on Community Integration (UAP)
University of Minnesota
86 Pleasant Street, SE
Minneapolis, MN 55455
(612) 626-8200, FAX (612) 626-7956

Suggested Audience: policy makers **Cost:**

Author: Vandercook, T.,Walz, L., Doyle, M.B., Lowell-York, J., & Wolff, S.

Year of Publication: 1995

Title: Inclusive education for learners with disabilities

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Minneapolis, MN

Publisher: Institute on Community Integration (UAP)

Abstract: This bibliography provides educators, families, and other interested persons with information about including learners with unique needs into general education classes and school community life.

Bibliographic resources are divided into eight sections: rationale for inclusive education; systems change and school restructuring; collaborative teamwork; curriculum and instruction; social interactions and friendships; family perspectives and issues; personnel development; and general inclusive education resources.

Each section contains subgroupings for journal articles, books and chapters, manuals, research papers, and newsletter issues.

The document includes an author/source index.

Descriptors: resources, bibliography; inclusion; positions; curriculum; reform; restructuring; socialization

Source: Publications Office
Institute on Community Integration
University of Minnesota
109 Patee Hall, 150 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 624 4512

Suggested Audience: state and local policy makers and administrators; educators on all levels

Cost:

Author: Medwetz, L., Bostick, D., Montie, J., Taylor, P., Bonner, M., Fossum, P., Komoto, L.,

Year of Publication: 1996, Spring

Title: What's working in inclusion

Journal or Newsletter: What's working in inclusion

Volume: **Issue Number:** **Pages:** 1

Place of Publication: Minneapolis, MN

Publisher: Institute on Community Integration—University of Minnesota

Abstract: A newsletter published irregularly, this issue includes the following articles: "Creating inclusive school communities: One parent's journey," which offers the insight of a parent involved in the inclusion process; "The opinions of kids count," which provides methods to promote student participation in inclusion programs; "Positive connections," which describes the benefits of an inclusion program for students with and without disabilities; "Friends in the truest sense of the word," which examines the friendship of two students, one with and one without disabilities, that evolved from a peer tutor program; "Owatanna (MN) schools: Living the dream," which reviews a district-wide system-change process in one district; "Action for school change: Four steps to success" which details how an action team can increase the effectiveness and success of inclusion programs; and "Classroom practices...concrete examples," which is a brief description of instructional practices that support inclusive classrooms.

Articles are written by regular and special educators, parents, and administrators.

Descriptors: change process; collaboration; parents; peer tutoring; instructional strategies; inclusion

Source: Institute on Community Integration
University of Minnesota
109 Patee Hall
150 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 624 4512

Suggested Audience: administrators; teachers; local policy makers **Cost:**

Author: Korinek, L., Laycock-McLaughlin, V., & Walther-Thomas, C.

Year of Publication: 1995, Spring

Title: Least restrictive environment and collaboration: A bridge over troubled waters

Journal or Newsletter: Preventing School Failure

Volume: 39 **Issue Number:** 3 **Pages:** 6-12

Place of Publication: Washington, DC

Publisher: Hedref Publications— Helen Dwight Reid Educational

Abstract: This article identifies those features shared by both the "least restrictive environment" and collaboration concepts and those features that are distinct. While inferring a causal relationship between the two is problematic, they have evolved concurrently and have been influenced by the same contextual factors. Both concepts are essential components that support appropriate education for students with disabilities.

The two concepts share evolutionary development; core guiding beliefs and attitudes; demographic changes; economic and political influences; legislative mandates; and professional knowledge.

Distinct to LRE are formal legal definitions; student rights; case law interpretations; and recognized continua of services. Distinct to collaboration are multiple definitions; adult responsibilities; site-specific interpretations; and multiple models of service.

Descriptors: collaboration; least restrictive environment; legal issues; philosophy; inclusion

Source: Hedref Publications— Helen Dwight Reid Educational Foundation
1319 Eighteenth St., NW
Washington, DC 20036-1802
(202) 296-6267

Suggested Audience: policy makers; administrators **Cost:**

Author: Nietupski, J. A.

Year of Publication: 1995, Spring

Title: The evolution of the LRE concept for students with severe disabilities

Journal or Newsletter: Preventing School Failure

Volume: 39 **Issue Number:** 3 **Pages:** 40-46

Place of Publication: Washington, DC

Publisher: Hedref Publications— Helen Dwight Reid Educational

Abstract: This article reviews the desegregation of students with learning disabilities and their placement in a "least restrictive environment" (LRE). The Movement to Regular Schools period (1976-1987) focused on developing students' social and functional life skills, assuming that this was only possible with at least some special classes. Brown, Nietupski, and Hamre-Nietupski (1976) offered an early concept of LRE that embraced the physical, functional, social, and societal integration of peers with and without disabilities coupled with specialized services in segregated settings. The Inclusion Movement (1987-present) challenges the need for specialized programs and calls for regular class placement, participation in adapted regular class activities, and support for students, peers, and teachers. The article reviews inclusion in terms of its practical and philosophical rationales, strategies for staffing, collaborative planning, cooperative learning, and schedule flexibility; and concerns that have surfaced. According to the author, the future success of inclusion depends on continuing dialogue within the field. A substantial list of references is included.

Descriptors: cooperative learning; cooperative teaching; least restrictive environment; strategies; philosophy; inclusion

Source: Hedref Publications— Helen Dwight Reid Educational Foundation
1319 Eighteenth St., NW
Washington, DC 20036-1802
(202) 296-6267

Suggested Audience: policy makers; teachers; teacher educators **Cost:**

Author: Bricker, D.

Year of Publication: 1995

Title: The challenge of inclusion

Journal or Newsletter: Journal of Early Intervention

Volume: 19 **Issue Number:** 3 **Pages:** 179-194

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: The integration or inclusion of young children with disabilities into public schools and community-based educational and child care programs is an important topic to the range of personnel working in early intervention/early childhood special education. This paper takes the position that many of these personnel embrace inclusion at the conceptual level but ignore or discount its implications at the applied level. A discussion of the policies and practices of inclusion as they affect individual children and families serves as a basis for offering a series of recommendations for fostering successful inclusion.

Descriptors: inclusion; early childhood; opinions; policies

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Suggested Audience: early childhood educators and technical assistance providers; teacher educators

Cost:

Author:

Year of Publication: 1995, Spring-Summer

Title: Policies and position statements on inclusive schools

Journal or Newsletter: The Link

Volume: 14 **Issue Number:** 1 **Pages:** 23-24, 28

Place of Publication: Charleston, WV

Publisher: The Link

Abstract: This article is comprised of excerpts from statements regarding inclusive schools from the following organizations: National Association of State Boards of Education; National School Boards Association (NSBA) Inclusion Issues; National Association of Elementary School Principals (NAESP) Platform 1994-95; National Education Association (NEA) Policy Statement on Appropriate Inclusion; American Federation of Teachers; The Council for Exceptional Children (CEC) Policy on Inclusive Schools and Community Settings; Children and Adults With Attention Deficit Disorders (C.H.A.D.D.); and Learning Disabilities Association of America (LDA).

Descriptors: inclusion; positions; policies

Source: Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(303) 347-0400
(800) 624-9120
FAX (304) 347-0487

Suggested Audience: state and local policy makers and administrators **Cost:**

Author: Dorn, S., Fuchs, D., & Fuchs, L.S.

Year of Publication: 1996, Winter

Title: A historical perspective on special education reform

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 12-19

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: This article traces questions regarding the best location for the delivery of specialized education back to the founding of such specialized social institutions as schools, prisons, and mental health facilities in the last century.

The authors argue that current debates on the form, desirability, and effectiveness of inclusion have inherited earlier assumptions about the intrinsic significance of place. In fact, those who wish to abolish special education placements in the name of inclusion repeat two errors of their counterparts in the last century. First, they are much better at criticizing current institutions than devising alternatives that are invulnerable to fatal compromises. In particular, they overestimate the willingness of general education teachers to accommodate greater classroom diversity. Second, they assume that essential qualities inhere in place, which is an unwarranted generalization.

Descriptors: least restrictive environment; opinions; philosophy; reform; inclusion

Source: College of Education
172 Arps Hall
1945 N. High St.,
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3442

Suggested Audience: state and local administrators, educators on all levels **Cost:**

Author: Ferguson, D.L.

Year of Publication: 1995

Title: The real challenge of inclusion: Confessions of a "rabid inclusionist"

Journal or Newsletter: Phi Delta Kappan

Volume: 77 **Issue Number:** 4 **Pages:** 281-287

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: Using her personal and professional experiences, the author offers "a new inclusion initiative." She traces her journey to the understanding that real membership can only be accomplished through systemic reform.

Systemic inclusion entails "making the full continuum of supports available to the full range of students" by focusing less on place and time and more on accommodating and encouraging student diversity.

The author proposes three fundamental reforms of the current education system: (1) moving from schools organized according to ability toward schools structured around student diversity; (2) changing the role of teacher from disseminator of knowledge to that of learning facilitator; and (3) shifting the role of the school as a provider of educational services to that of making available educational supports for learning.

Descriptors: systems change; reform; restructuring; philosophy; support systems; teacher roles; regular education; inclusion

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: policy makers; administrators **Cost:**

Author: Harry, B., Grenot-Scheyer, M., Smith-Lewis, M., Park, H., Xin, F., & Schwartz, I.

Year of Publication: 1995

Title: Developing culturally inclusive services for individuals with severe disabilities

Journal or Newsletter: JASH

Volume: 20 **Issue Number:** 2 **Pages:** 99-109

Place of Publication: Baltimore, MD

Publisher: The Association for Persons with Severe Handicaps

Abstract: In this position paper, the authors argue that concerns about race and culture largely have been ignored with respect to students with severe disabilities. They caution, however, that variables such as acculturation, social class, and education must be included in any consideration of cultural identity to avoid stereotyping. Second, the authors use the term "cultural inclusion" to indicate the need to address cultural features directly when planning for inclusion of students with severe disabilities. In this paper, they propose essentials of a culturally inclusive approach to building relationships with families and to assessment, placement, instruction, and programming for such students. They also call for a multicultural emphasis in personnel preparation programs, with a focus on process rather than cultural content. The paper concludes with suggestions for a research agenda. (From original abstract)

Descriptors: inclusion; cultural diversity; families; parents; assessment

Source: The Association for Persons with Severe Handicaps
29 W. Susquehanna Ave., Suite 210
Baltimore, MD 21204
(410) 828-8274
(217) 333-0260

Suggested Audience: state and local policy makers; administrators; teachers **Cost:**

Author: Lapp, D., Flood, J., Fisher, D., Sax, C., & Pumpian, I.

Year of Publication: 1996, April

Title: From intrusion to inclusion: Myths and realities in our schools

Journal or Newsletter: The Reading Teacher

Volume: 49 **Issue Number:** 7 **Pages:** 580-584

Place of Publication: Newark, DE

Publisher: International Reading Association, Inc.

Abstract: This article maintains that in spite of the extensive research and practice over the last 20 years demonstrating the possibilities of inclusive education, misguided assumptions persist in professional and lay circles. Among these is the myth that inclusion worsens educational outcomes for typical students.

In fact, successful inclusive classrooms utilize strategies effective for all students, such as cooperative learning structures, experiential-based instruction, an integrated language arts curriculum, and performance-based portfolio assessment. Effective programs should develop flexible grouping practices, allow for individualized measurement of each student's performance, and involve parents and families.

The article provides a variety of professional and social suggestions to teachers who are nervous about teaching in an inclusive environment.

Descriptors: classroom strategies; integration; research; inclusion

Source: International Reading Association, Inc.
800 Barksdale Road
P.O. Box 8139
Newark, DE 19174-8139
(216) 672-4840

Suggested Audience: principals; teachers **Cost:**

Author: Levine, J. M.

Year of Publication: 1996

Title: Including children dependent on ventilators in school

Journal or Newsletter: Teaching Exceptional Children

Volume: 28 **Issue Number:** 3 **Pages:** 25-29

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This article makes the case that there is a definite need for school systems to develop means to integrate children dependent on ventilators into educational settings. The experiences of six students wholly or partially dependent on ventilators at the Henry Viscardi School (HVS) in Alberto, New York, are given as evidence of a successful inclusion program. A comprehensive medical emergency management program is in place for every student at HVS relying on the multidisciplinary coordination of physical, occupational, speech therapy, medical, nursing and emergency services, and educational providers. Parental input and the involvement of social workers and psychologists are important components of the successful program. Successful programs like the one at HVS are characterized by a well-developed, individualized medical plan; skilled case coordination; individual nursing or respiratory therapy services; intensive inservice training for education personnel; a comprehensive emergency protocol; highly supervised and controlled transportation; and the availability of specialized respiratory equipment.

Descriptors: collaboration; medically fragile; inclusion

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 446-5607
Voice (703) 620-3660
FAX (703) 264-9494, TTY (703) 264-9446

Suggested Audience: state and local boards of education; principals; special education directors **Cost:**

Author: McLeskey, J., & Waldron, N. L.

Year of Publication: 1995

Title: Inclusive elementary programs: Must they cure students with learning disabilities to be effective?

Journal or Newsletter: Phi Delta Kappan

Volume: 77 **Issue Number:** 4 **Pages:** 300-302

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: This article is in response to the March 1995 Kappan article "Special Education in Restructured Schools," by Naomi Zigmond, Joseph Jenkins, Lynn Fuchs, Stanley Deno, Douglas Fuchs, Janice Baker, Linda Jenkins, and Martha Couthino. The authors argue that, in direct opposition to their conclusions, the data reviewed by Zigmond, et al. (1995) strongly support the effectiveness of inclusion programs for students with learning disabilities. Their conclusions are faulty because they do not offer a comparison of the academic gains of those students in an inclusive setting with those in a segregated setting. A review of the data reveals that students with learning disabilities in the setting studied made gains that were equal to or greater than those achieved in earlier studies of students in both inclusive and segregated settings. They provide no evidence supporting the differential effectiveness of separate class placements. Rather than conclude that an alternative setting would provide superior instruction, the response should be to modify and improve the inclusive setting.

McLeskey and Waldron claim that Zigmond and her coauthors use unreasonable criteria to measure the effectiveness of inclusive programs and unfairly assume that all students with disabilities must meet this unreasonably high standard.

Descriptors: inclusion; opinions; strategies; elementary; learning disabilities

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: state and local policy makers; administrators; teachers **Cost:**

Author: Paul, P.V., & Ward, M.

Year of Publication: 1996, Winter

Title: Inclusion paradigms in conflict

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 4-11

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: This aritcle characterizes disagreements regarding inclusion as primarily paradigmatic conflicts, not scientific issues. In fact, differing developmental theories, research data, and study questions make impossible to disprove one paradigm with another.

Two broad paradigms dominate discussion about inclusion. The comparison paradigm emphasizes a quantitative evaluation of student performance in different educational settings. The focus is to determine the most appropriate student placement through an individualized decision based on of social and academic criteria. Those operating within this paradigm ask, "Does inclusion work?" The ethics paradigm considers inclusion to be a moral right. Its proponents focus on the question, "How can we reduce barriers to inclusion?"

Debates on the application and interpretation of Kant's categorical imperative and Wolfensberger's normalization principle demonstrate the need for improved communication among proponents of the differing paradigms.

Descriptors: opinions; philosophy; positions; inclusion

Source: College of Education
172 Arps Hall
1845 N. High St.,
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3942

Suggested Audience: state and local administrators; educators on all levels **Cost:**

Author: Peck, C. A.

Year of Publication: 1995

Title: Some further reflections on the difficulties and dilemmas of inclusion

Journal or Newsletter: Journal of Early Intervention

Volume: 19 **Issue Number:** 3 **Pages:** 197-199

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This response to an article by Diane Bricker ("The challenge of inclusion," Journal of Early Intervention, Vol 19 #3) raises four points in extending Dr. Bricker's commentary.

First, arguments both for and against inclusion are value-laden and refer, often implicitly, to a hierarchy of values about what ought to be. Second, changes that must take place in the allocation of resources, professional roles, and classroom practices are unlikely to occur without the pressures created by the placement of children with disabilities in the general education classroom. Third, making inclusion decisions incrementally on a child-by-child basis may end in failure due to resource scarcity in districts attempting to implement inclusion while maintaining existing segregated programs. Fourth, as long as special education professionals retain their current ideology, programs, and resources, they reduce the likelihood that the general education system will make serious efforts to accommodate and include children with disabilities.

Descriptors: inclusion; opinions; philosophy

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Suggested Audience: policy makers; administrators; teacher educators; researchers

Cost:

Author: Ragan, S., & Zeller, M.

Year of Publication: 1995, March 9

Title: Inclusive education defined

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Minot, ND

Publisher: North Dakota Center for Disabilities, Minot State University

Abstract: These authors note that missing from the continuing debate over inclusion is a consistent definition. An unpublished paper by Michael Peterson (1993) provides the most comprehensive definition and identifies eight points that define an inclusive school or program: (1) the goal of inclusion and support for all; (2) supports and adaptation occuring in typical settings; (3) an emphasis on relationships; (4) natural and informal supports; (5) honoring choices and empowerment; (6) building inclusive community; (7) shifting professional roles; and (8) learning through partnerships. Works which reflect some, but not all, of these characteristics in their articulation of inclusion include the The Association for Severely Handicapped (TASH) (1994) Position Statement, the National Parent Network on Disabilities (1993), The Report Card (Davis, 1992), and the Council of Administrators of Special Education (CASE) agenda. The National Association of School Boards of Education (1992) report *Winners All* endorses inclusive education based on outcome-based education, a state board role, the merger of general and special education, and a more flexible funding approach. This report is financially-oriented and incorporates few of Peterson's (1993) important inclusion concepts.

Descriptors: inclusion; position; opinions

Source: North Dakota Center for Disabilities
Minot State University
Minot, ND

Suggested Audience: state and local policy makers; parents; teachers; administrators **Cost:**

Author: Sapon-Shevin, M.

Year of Publication: 1996, Winter

Title: Full inclusion as disclosing tablet: Revealing flaws in our present system

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 35-41

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: This article contends that attempts at full inclusion of students with learning disabilities reveal that our schools are often unimaginative, unresponsive, under-resourced, and simply inadequate. Moreover, the range of policies and practices implemented in the name of full inclusion vary greatly in quality and depth.

The author identifies and refutes a variety of myths and misconceptions that hinder thoughtful and comprehensive implementation of full inclusion. For instance, inclusion is imposed on schools from outside by unrealistic parents, inclusionists care only about students with disabilities; there is no hard research and data supporting inclusion; only bad segregation, not segregation *per se*, is a problem; inclusionists think special educators are incompetent; it takes a special person to work with the learning disabled; the overburdened school system cannot provide full inclusion; general education will be diluted; special services must take place in special places; without special classes, children with disabilities will not learn life skills; it takes years of planning before inclusion is possible; inclusion is a favor at another student's expense.

Descriptors: opinions; inclusion

Source: College of Education
172 Arps Hall
1845 N. High St.,
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3942

Suggested Audience: state and local administrators; educators on all levels **Cost:**

Author: Sax, C., Pumpian, I., & Fisher, D.

Year of Publication: 1996

Title: Assistive technology and inclusion

Journal or Newsletter:

Volume: **Issue Number:** **Pages:** 1-7

Place of Publication:

Publisher: (unpublished manuscript)

Abstract: The authors argue that while special educators are becoming more proficient at adapting a core curriculum, infusing basic skills into daily activities, and scheduling staff, students and other resources to best meet students' needs, many remain insufficiently familiar with assistive technology. Use of the entire range of supports and services, including assistive technologies, is necessary to provide for the inclusion of students with significant disabilities. To gain better access to assistive technologies, teachers must become more aware of the resources available.

When implementing assistive technology, it is important to: (1) involve students in the process, because studies show that a lack of participation in the process is a major reason individuals do not use assistive technologies; (2) target the specific activities that students desire to participate in so the selection process is focused; and (3) solicit input from those outside of education with technical expertise. A list of assistive technology resources is provided.

Descriptors: inclusion; assistive technology; teacher training; curriculum

Source: Interwork Institute
5850 Hardy Ave.—Suite 112
San Diego, CA 92182
(619) 594-2462

Suggested Audience: teachers, principals **Cost:**

Author: Strain, P. S.

Year of Publication: 1995

Title: The challenge of inclusion: Points well taken and related changes

Journal or Newsletter: Journal of Early Intervention

Volume: 19 **Issue Number:** 3 **Pages:** 195-196

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This response to an article by Diane Bricker ("The Challenge of Inclusion," Journal of Early Intervention, Vol 19 #3) raises the fear that placement-driven calls for inclusion and undefined support for inclusion makes sound teaching practices difficult to sustain and that in so doing they may inadvertently deny the next generation of children with special needs their best opportunities to learn.

Descriptors: inclusion; opinions; early childhood; philosophy

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Suggested Audience: state and local policy makers and administrators; teachers

Cost:

Author: Tomey, H. A.

Year of Publication: 1995, Spring-Summer

Title: Inclusion: A responsible approach

Journal or Newsletter: The Link

Volume: 14 **Issue Number:** 1 **Pages:** 1, 4

Place of Publication: Charleston, WV

Publisher: The Link

Abstract: This article contends that full implementation of the least restrictive environment for learning should occur within the general education classroom, with appropriate supplementary aids for those with sufficiently severe disabilities as to require intense systematic instruction unavailable in such a classroom. However, implementing such a policy relies on the involvement of all stakeholders and prudent changes in organizational practice.

First, a shared vision among teachers, support personnel, administrators, parents, students, and the larger community is necessary to implement change within the school organization. Second, school staff and students must determine who will provide services, and how, when, and where they will be provided. Third, staff development must be implemented to ensure adequate preparation. Fourth, parents must be involved as equal partners in guiding the process of change. Fifth, flexibility in the learning environment, including a range of alternative placement options, is critical to a program of responsible inclusion.

Descriptors: inclusion, opinion, resources

Source: Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(303) 347-0400
(800) 624-9120
FAX (304) 347-0487

Suggested Audience: state and local policy makers, educators **Cost:**

Author: Turnbull, A. P., & Turbiville, V. P.

Year of Publication: 1995

Title: Why must inclusion be such a challenge?

Journal or Newsletter: Journal of Early Intervention

Volume: 19 **Issue Number:** 3 **Pages:** 200-202

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This response to an article by Diane Bricker ("The Challenge of Inclusion," Journal of Early Intervention, Vol 19 #3) examines the failure of those in the field of special education to incorporate the best practices from research and demonstration projects into inclusion programs. According to these authors, those in the field need to take responsibility for providing appropriate instruction for everyone and "refrain from using the inclusion of students with disabilities as the primary rationale for quality practices" (p. 201).

Practitioners need to find a balance in fostering a sense of belonging for children with disabilities without becoming overwhelmed by their presence.

Another factor determining the success or failure of inclusion efforts is the participation of the child with a disability in planning and implementation.

Descriptors: inclusion; opinions; best practices

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Suggested Audience: policy makers, administrators, professors, teachers **Cost:**

Author: Wang, M., & Reynolds, M.

Year of Publication: 1996, Winter

Title: Progressive inclusion: Meeting new challenges in special education

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 20-25

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: There is increasing recognition that assuring a high-quality education for all students requires strong teamwork by general and special educators. According to this article, continuing to promote progressive inclusion requires changes in school structure, teacher education, funding and accountability systems, and assessment and instructional grouping practices.

The authors note the following changes now evident in special education: (1) changes directly affecting disabled students and their support, such as de-institutionalization, closure of special day schools, and demands for reduced "pullout services"; (2) a growing number of students with special needs, stemming from growing poverty, drug abuse, and unsafe living environments; and (3) budgetary constraints for special education programs.

Designing inclusive schools that work in this context requires a vision shared by all stakeholders. A literature review highlights some of the factors allowing desired learning to take place.

Descriptors: opinions, policies, inclusion, teamwork

Source: College of Education
172 Arps Hall
1945 N. High St.
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3942

Suggested Audience: state and local administrators, educators on all levels Cont.

Author: Zigmond, N., & Baker, J.

Year of Publication: 1996, Winter

Title: Full inclusion for students with learning disabilities: Too much of a good thing?

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 26-34

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: Two approaches typify the instruction of students with severe learning disabilities in general education settings. Remediation approaches provide instruction in specific areas of need. Compensation focuses on bypassing student weaknesses. This article reports on studies done in full inclusion schools in Kansas, Pennsylvania, and Washington for evidence of these two kinds of service. Many examples of compensation were found, but few were found of remediation.

Compensation strategies included adapting class activities and assignments to the perceived abilities of learning disabled students, and generally reducing workloads. Remediation strategies focused on providing time and personnel for specialized instruction, including peer partners, small group instruction involving special education co-teachers, and individual attention but not individualized instruction.

According to these authors, full inclusion models failing to provide targeted instruction in areas of need fail students and violate the law.

Descriptors: learning disabilities; classroom modifications; inclusion

Source: College of Education
172 Arps Hall
1945 N. High St.
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3942

Suggested Audience: state and local administrators, educators on all levels Cont

Author: Zigmond, N., Jenkins, J., Fuchs, D., Deno, S., & Fuchs, L.

Year of Publication: 1995

Title: When students fail to achieve satisfactorily: A reply to McLeskey and Waldron

Journal or Newsletter: Phi Delta Kappan

Volume: 77 **Issue Number:** 4 **Pages:** 303-306

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: The authors of this article reply to McLeskey and Waldron, who responded to an article by these authors published in the March 1995 Kappan. In the current article, Zigmond and co-authors re-state the conclusion they reached in the original article: "the three building-level models of restructured inclusive elementary education...produced achievement outcomes for a significant proportion of those students that were neither acceptable nor desirable" (p. 304).

This conclusion is based on three data analyses of inclusion programs for students with learning disabilities which compared reading gains against a test's standard error of measurement; the gap in reading ability relative to average-achieving peers; and achievement relative to others in their class. In response to McLeskey and Waldron's critique that the original study did not compare students with learning disabilities in regular classes with those educated in separate, special class settings, the authors state that they did not set out to compare inclusive relative to pull-out programs. Rather, their study measured the effectiveness of inclusion in achieving its stated academic aims, and the data indicate that inclusion programs cannot alone achieve desired educational outcomes. They conclude by reiterating that it would be a mistake to jettison the continuum of services for children with learning disabilities in the name of inclusion.

Descriptors: inclusion; opinion; research; case studies; learning disabilities

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: state and local policy makers **Cost:**

Author:

Year of Publication: 1995, Spring-Summer

Title: National survey identifies inclusive education practices

Journal or Newsletter: The Link

Volume: 14 **Issue Number:** 1 **Pages:** 7-8

Place of Publication: Charleston, WV

Publisher: Appalachian Educational Laboratory

Abstract: The National Center on Educational Restructuring and Inclusion (NCERI) contacted state school officers and asked them to identify local districts with inclusion activities and provide a wide variety of data about these programs.

Using this survey and a literature review, the center identified the following factors critical to the success of inclusion: (1) visionary leadership and optimism regarding the capacity of teachers and schools to evolve; (2) collaboration across the institution; (3) assessment procedures that build understanding of student needs; (4) systematic staff development and flexible planning time; (5) funding that follows students; and (6) effective parent involvement.

The survey revealed the differing roles for teachers in various models of inclusion, among them co-teaching; team and parallel teaching; activity-based, mastery, and cooperative learning; multi-level instruction; making use of technology; and peer support and tutoring programs.

Descriptors: inclusion; leadership; collaboration; teacher roles; guidelines

Source: Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(303) 347-0400
(800) 624-9120
FAX (304) 347-0487

Suggested Audience: state and local policy makers; educators; parents **Cost:**

Author: Antonak, R. F., & Larrivee, B.

Year of Publication: 1995

Title: Psychometric analysis and revision of the opinions relative to mainstreaming scale

Journal or Newsletter: Exceptional Children

Volume: 62 **Issue Number:** 2 **Pages:** 139-149

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This article provides supporting evidence for the use of a revised version of the Opinions Relative to Mainstreaming (ORM) scale. Analyses of data produced by a test of the revised scale, the Opinions Relative to Integration of Students with Disabilities (ORI), indicated satisfactory item characteristics and adequate reliability and homogeneity. Initial support for ORI's construct validity was demonstrated by the results of regression analyses relating ORI scores to respondents' sociodemographic and experiential data and scores on the Scale of Attitudes Toward Disabled Persons (SADP). The ORI should prove useful to researchers evaluating the attitudes of educators towards integrating of students with disabilities into general education classrooms.

Descriptors: inclusion; evaluation; resources; attitudes

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) 446-5607
Voice (703) 620-3660
FAX (703) 264-9494, TTY (703) 264-9446

Suggested Audience: technical assistance providers; administrators; professors **Cost:**

Author: Banerji, M., & Dailey, R.

Year of Publication: 1995, October

Title: A study of the effects of an inclusion model on students with specific learning disabilities

Journal or Newsletter: The Journal of Learning Disabilities

Volume: 28 **Issue Number:** 8 **Pages:** 511-522

Place of Publication: Austin, TX

Publisher: PRO-ED

Abstract: The effects of an inclusion program in grades 2 to 5 were examined in a three-part study focusing on the academic and affective outcomes of fifth-grade students who were normally achieving (NA) or showed specific learning disabilities (SLD); teacher and parent perceptions of SLD and NA students' growth in an inclusion context for grades 2 to 4; and an analysis of anecdotal records. Findings suggested that students with SLD made some academic and affective gains at a pace comparable to that of NA students, and parent and teacher surveys indicated improved self-esteem in students with SLD and, in some cases, improved motivation. Anecdotal data suggested reduced stigma for students with SLD. (From original abstract)

Descriptors: learning disabilities, research, inclusion

Source: PRO-ED
8700 Shoal Creek Boulevard
Austin, TX 78757-6897
(512) 451 3246
FAX (512) 451-8452

Suggested Audience: state and local policy makers **Cost:**

Author: Crocker, A. D., & Orr, R. R.

Year of Publication: 1996

Title: Social behaviors of children with visual impairments enrolled in preschool programs

Journal or Newsletter: Exceptional Children

Volume: 62 **Issue Number:** 5 **Pages:** 451-62

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This study investigated the social behaviors of children with visual impairments enrolled in a variety of preschool programs. Using the Behavior Observation Record, the researchers made comparisons between the social interactions of nine children with visual impairments and a matched comparison group of nine children with full sight. Observational data indicated that the children with visual impairments were capable of interacting with others. Differences were noted, however, in the frequency of social initiations and the targets of these initiations made by the children with visual impairments. These observations are interpreted in support of the integration of preschool children with visual impairments into general education programs.

Descriptors: inclusion, visually impaired, preschool, research, early childhood

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 446-5607
Voice (703) 620-3660
FAX (703) 264-9494, TTY (703) 264-9446

Suggested Audience: policy makers, administrators, preschool teachers, graduate students, parents

Cost:

Author: Erwin, E., & Soodak, L.

Year of Publication: 1995

Title: I never knew I could stand up to the system: Families' perspectives on pursuing inclusive education

Journal or Newsletter: JASH

Volume: 20 **Issue Number:** 2 **Pages:** 136-146

Place of Publication: Baltimore, MD

Publisher: The Association for Persons with Severe Handicaps

Abstract: The purpose of this study was to investigate the experiences encountered by parents committed to inclusive education for their children with disabilities. In-depth interviews of nine study participants were analyzed to identify common themes related to their experiences and perceptions. Results revealed that parents desired inclusive education because they viewed it as a fundamental right for their children. Most importantly, findings indicated that parents used numerous strategies to obtain inclusive education for their children, often seeking assistance from the courts and media. These findings suggest the need for meaningful family and school collaboration. (Authors' abstract)

Descriptors: families, parents, research, strategies, inclusion

Source: The Association for Persons with Severe Handicaps
29 W. Susquehanna Ave., Suite 210
Baltimore, MD 21204
(410) 828-8274
(217) 333-0260

Suggested Audience: state and local policy makers, educators, parents **Cost:**

Author: Farlow, L.

Year of Publication: 1996, February

Title: A quartet of success stories: How to make inclusion work

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 51-55

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: A review of the experiences of four students with disabilities demonstrates the potential for inclusion to benefit all students in the classroom through peer support, cooperative learning, alternative activities, and socialization. To facilitate inclusion without drawing on outside resources, teachers can: (1) allow peers to facilitate learning; (2) structure classroom activities to make peer support available; (3) prime students to be successful participants in inclusive classes; (4) give students valued roles; and (5) utilize existing expertise. Teachers can adjust the curriculum to ensure that all students have successful educational experiences by: (1) using independent prompts for students with disabilities; (2) varying the amount of work required of students; (3) adjusting information delivery; (4) allowing the expression of information in a variety of ways; and (5) presenting alternative activities inviting to all students. Current law and interpretations in recent litigation favor inclusion. When students with disabilities are included in regular classrooms, all students develop important social, communication and problem-solving skills.

Descriptors: inclusion, strategies, opinions, best practices, peer support, cooperative learning

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: state and local administrators, teachers **Cost:**

Research

Author: Farmer, T. W., & Farmer, E. M.

Year of Publication: 1996

Title: Social relationships of students with exceptionalities in mainstream classrooms: Social networks and homophily

Journal or Newsletter: Exceptional Children

Volume: 62 **Issue Number:** 5 **Pages:** 431-50

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: This study explored the social affiliations of students in three mainstream classrooms containing students receiving general education services, students characterized as academically gifted, students with learning disabilities, and students with emotional and behavioral disorders. The study provided an in-depth description of the classrooms' social networks, focusing on the social and demographic characteristics that distinguished clusters of students. Findings showed that students formed distinct peer clusters around shared characteristics, particular social characteristics were associated with a student's level of centrality in the classroom, and students with exceptionalities were well integrated into the classrooms' social structure. Affiliations of students with exceptionalities suggest topics for future research.

The article includes an extensive bibliography and data tables.

Descriptors: inclusion, behavior disorders, learning disabilities, gifted, classroom peers, socialization

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 666-5607
Voice (703) 620-3660
FAX (703) 264-9494, TTY (703) 264-9446

Suggested Audience: teachers, teacher educators

Cont.

Author: Fisher, J. B., Schumaker, J. B., & Deshler, D. D.

Year of Publication: 1995, December

Title: Searching for validated inclusive practices: A review of the literature

Journal or Newsletter: Focus on Exceptional Children

Volume: 28 **Issue Number:** 4 **Pages:** 1-20

Place of Publication: Denver, CO

Publisher: Love Publishing Co

Abstract: *If students with disabilities are to be successful, teachers need access to information about inclusive practices that are validated, benefit most students in a class, preserve curricular integrity, and are practical in terms of time and implementation. This review critically examines research studies identified using the ERIC CD-ROM databases for 1980-1995. Selected studies had to: (1) examine students with learning disabilities, behavior disorders, or mild mental retardation in a general education classroom of at least 15 students with only one teacher, (2) provide empirical data on academic performance, and (3) use a design controlling for extraneous variables. Selected studies were sorted into six groups: peer tutoring, cooperative learning programs, teaching devices, content enhancement, curriculum revision, and strategies instruction. Studies were further subdivided by particular variable groupings, such as student numbers and characteristics, outcomes, satisfaction levels, and the dependent variables measured. Inclusive practices categories and studies are described, effectiveness information is summarized, and conclusions are offered.*

Descriptors: research; case studies; best practices; inclusion; instructional strategies

Source: Love Publishing Co
Executive and Editorial Office
P.O. Box 22353
Denver, CO 80222
(303) 757-2579

Suggested Audience: state and local policy makers and administrators, researchers

Cost:

Author: Lipsky, D. K., & Gartner, A.

Year of Publication: 1995, Spring

Title: The evaluation of inclusive education programs

Journal or Newsletter: NCERI Bulletin

Volume: 2 **Issue Number:** 2 **Pages:** 1-7

Place of Publication: New York, NY

Publisher: National Center on Educational Restructuring and Inclusion

Abstract: This Bulletin reports on selected research data from evaluations of inclusive education programs. Meta-analyses concerning the most effective settings for students with disabilities generate a common measure, called effect size, demonstrating a small-to-moderate effect on educational outcomes for students educated in regular classrooms versus students educated in non-inclusive settings. Statewide and other research studies indicate substantial support for inclusion among school staff and teachers. Research also shows positive effects in the educational outcomes of non-disabled students. District studies in California, Florida, Georgia, Indiana, and Texas indicate a strong trend toward improved academic, behavioral, and social outcomes for students. A Howard County Public Schools (MD) study of co-teaching suggests that the combined effect of the special and general educators' capabilities, one strong in content and curriculum knowledge, the other in adaptive teaching strategies, can in fact enable the general classroom to successfully address the learning needs of diverse groups of students.

Descriptors: evaluations, research, outcomes, restructuring, inclusion

Source: NCERI
The Graduate Center, CUNY
Room 1930
33 West 42 Street
New York, NY 10036
(212) 642-2656 or 2151, FAX (212) 642-1972

Suggested Audience: state and local policy makers and administrators **Cost:**

Author: Lombardi, T. P.

Year of Publication: 1993, Spring-Summer

Title: Research base limited on effects of inclusion

Journal or Newsletter: The Link

Volume: 14 **Issue Number:** 1 **Pages:** 3-6

Place of Publication: Charleston, WV

Publisher: Appalachian Educational Laboratory

Abstract: Few studies exist on the efficacy of inclusion for the broad range of students eligible for special education. Most existing information comes from case studies.

Halvorsen and Sailor (1990) concluded that students in integrated programs more exhibited fewer incidents of inappropriate behavior, greater communication skills and independence, and engendered higher expectations. The Learning Together Project (1991) in Minnesota studied recently integrated special education students and reported greater academic and social learning, that regular education students maintained their academic performance and were role models for the students with disabilities. The Rainswood Project (1994) studied teachers, parents, and students regarding inclusion. All groups supported inclusion and reported decreased dropout rates, fewer disturbances, and reasonable academic gains for students with disabilities. A study in Madison (1993) supported earlier research demonstrating the cost effectiveness of integrated education.

Descriptors: inclusion, research, opinions

Source: Appalachian Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400
(800) 624-9120
FAX (304) 347-0487

Suggested Audience: state and local policy makers, educators Cost

Author: McIntosh, R., Vaughn, S., Schumm, J. S., Haager, D., & Lee, O.

Year of Publication: 1993

Title: Observations of students with learning disabilities in general education classrooms

Journal or Newsletter: Exceptional Children

Volume: 60 Issue Number: 3 Pages: 249-261

Place of Publication: Reston, VA

Publisher: The Council for Exceptional Children

Abstract: Many educators agree that schools need to effectively integrate students with learning disabilities into the general education classroom. Students with learning disabilities are often characterized as 'inactive learners,' remaining on the periphery of academic and social involvement in elementary and secondary classrooms. Before providing specific recommendations about how best to integrate students into the regular classroom, the researchers in this study seek to obtain more specific information about the extent to which adaptation of accommodations for students with disabilities occurs across the grade levels.

Descriptors: learning disabilities, research classrooms modifications, teachers, inclusion

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) 845-6610
Voice (703) 620-3660
FAX (703) 264-9494 TTY (703) 264-9446

Suggested Audience: state and local policy makers, educators Case

Author: Pennsylvania State Education Association

Year of Publication: 1995

Title: *The impact of educating disabled children with their non-disabled peers: The opinions of Pennsylvania's teachers*

Journal or Newsletter:

Volume: Issue Number: Pages:

Place of Publication: Harrisburg, PA

Publisher: Pennsylvania State Education Association (PSEA)

Abstract: This report examines the extent to which school districts in Pennsylvania have provided the necessary support for inclusion policies. It also examines teacher opinions regarding the consequences of including Individualized Education Plan (IEP) students in regular education classrooms. Nearly 900 randomly selected regular and special education teachers, counselors, and nurses belonging to the Pennsylvania State Education Association participated in the survey.

The survey sought to determine: (1) participants' satisfaction with implementation methods for special education programs; (2) the degree to which all special needs students were identified; (3) the level to which regular education teachers were involved in the development of special education programs; (4) participants' views about the appropriateness of programs developed for special needs students; and (5) the social and educational costs and benefits of including disabled students in regular classrooms.

Some of the findings of the survey include: (1) substantial majorities of both regular education and special education teachers report being satisfied with special education program implementation, but teacher opinions of special education is highly related to the availability of sufficient support services; (2) teachers, in general, say they have inadequate time for carry out the duties associated with student IEPs or meeting with other staff; (3) regular education teachers are often not involved in the development of IEPs for IEP students taught in the classroom; (4) both regular and special education teachers believe that social benefits accrue to IEP students as other students in the classroom as a result of inclusion.

Descriptors: services, teachers, inclusion, opinions, policies

Source: Pennsylvania State Education Association (PSEA)
400 North Third Street
P.O. Box 1724
Harrisburg, PA 17105-1724
(717) 255-7360
FAX(717) 255-7128

Suggested Audience: policy makers, administrators, teachers Cost:

Author: Bryant, J., Lajkovenovic, C., McCann, P., McFarland, G., & Miller, C.

Year of Publication: 1999, Spring

Title: Facilitating inclusion: The role of learning strategies to support secondary students with special needs

Journal or Newsletter: Preventing School Failure

Volume: 24 Issue Number: 3 Pages: 35-39

Place of Publication: Washington, DC

Publisher: Student Publications -- Helen Dwight Reid Educational

Abstract: This article examines data from Pennsylvania's Secondary Instructional Support (SIS) project to develop community based transition programming and a program of instructional support for all students at risk of failure. SIS embraces a success-oriented, student-centered, academic intervention system emphasizing the roles of both learners and teachers in addressing low achievement, classroom participation, and failure to complete assignments or comprehend content. It provides support through collaboration and team building, curriculum-based assessment, instructional techniques and adaptations, student motivation, and learning strategies. The SIS project incorporates Kansas University's Strategic Intervention Model of learning strategies. This model is unique in its use of strategic curriculum and instructional routines and environments to promote student responsibility for academic achievement and their ability to generalize from learning experiences. Data from the Seneca Valley School District (PA) supports the effectiveness of this approach in promoting academic achievement for the learning disabled in the general education classroom.

Descriptors: learning disabilities, instructional strategies, strategies, collaboration, curriculum, teamwork, inclusion

Source: Student Publications -- Helen Dwight Reid Educational Foundation
1319 Eighteenth St., NW
Washington, DC 20036-1802
(202) 296-6267

Suggested Audience: policy makers, teachers Exact

Author: Ryndak, D., Jacqueline, L., & Morrison, A.

Year of Publication: 1995

Title: Parents' perceptions after inclusion of their children with moderate or severe disabilities

Journal or Newsletter: JASH

Volume: 20 **Issue Number:** 2 **Pages:** 147-157

Place of Publication: Baltimore, MD

Publisher: The Association for Persons with Severe Handicaps

Abstract: This study investigated the perceptions of parents of 13 children with moderate or severe disabilities in relation to their child's education in inclusive general education settings. Parents were all Caucasian and were from seven different school districts in western New York State. Their children ranged in age from 5 to 20 years, with nine having experienced educational services in self-contained settings prior to being included in typical classrooms. Audio-taped interviews of parents lasting from 60 to 90 minutes were transcribed and analyzed following qualitative research methodology. Regardless of the age of their child, parents of all 13 children reported very positive perceptions. Parents whose children had been educated previously in self-contained classes reported many academic, behavioral, and social outcomes that they felt would not have happened without the transition to age-appropriate general education classes. These findings add to the growing literature on inclusion and support the trend to provide education services for students with moderate or severe disabilities in general education settings. (original abstract)

Descriptors: parents, research, inclusion

Source: The Association for Persons with Severe Handicaps
29 W. Susquehanna Ave., Suite 210
Baltimore, MD 21204
(410) 828-8274
(217) 333-0260

Suggested Audience: state and local policy makers **Cost:**

Author: Shulman, M. S., & Doughty, J. F.

Year of Publication: 1995

Title: The difficult dichotomy: One school district's response

Journal or Newsletter: Phi Delta Kappan

Volume: 77 **Issue Number:** 4 **Pages:** 292-294

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: The background to this article was that non-handicapped, borderline students in Maine have been largely denied special education services because of financial considerations and program and policy design. In response to this problem, the state has granted access to special education resources by borderline students with the following requirements: (1) compatible instructional groups or non-committed resource room instructional time has to already exist; (2) inclusion has to be recommended by the principal and resource room teacher; (3) students have to be screened for disabilities; and (4) legal guardians have to approve the placement.

The authors studied the impact of legitimized inclusion of borderline students in Bangor's K-8 programs and drew the following conclusions: (1) special educators felt less pressure in granting access; (2) educators perceived increased benefit to both disabled and borderline students; (3) teacher satisfaction increased; (4) the number of disabled students in K-8 resource rooms declined, while the number of borderline students increased; and (5) total resource room use increased.

Descriptors: inclusion; placement; policies; positions; research; resources; at risk

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: state and local policy makers and administrators

Cost:

Author: Slavin, R.

Year of Publication: 1996, February

Title: Neverstreaming: Preventing learning disabilities

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 4-7

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: Implementing prevention and early intervention programs powerful enough to ensure that every child learns to read is preferable to mainstreaming students with academic deficiencies later when they are often poorly accepted and are struggling with content. This article reviews some of the accumulating evidence that supports this approach.

The strongest evidence comes from the Success For All program (Slavin, et al. 1996), implemented at over 300 schools in 70 districts and 24 states. The program maintains a balance among phonics, children's literature, creative writing, and home reading, backed up by intensive professional development, a full-time building facilitator to help teachers improve their instructional activities, a curriculum-based assessment program, and strong parent involvement. Additional evidence is provided by the Reading Recovery, Prevention of Learning Disabilities, the Carolina Abecedarian Project, the School Development Program, and the 21st Century initiatives. Prevention is preferable to both special education and mainstreaming.

Descriptors: early childhood, inclusion, best practices, prevention, parents, reading, related services

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: state and local policy makers, administrators, parents, teachers **Cost:**

Author: Giangreco, M. F.

Year of Publication: 1996, February

Title: What do I do now?: A teacher's guide to including students with disabilities

Journal or Newsletter: Educational Leadership

Volume: 53 **Issue Number:** 5 **Pages:** 56-59

Place of Publication: Alexandria, VA

Publisher: Association for Supervision and Curriculum Development

Abstract: This artical provides concrete suggestions to teachers pursuing success for their disabled students and their classmates. These include: (1) drawing on collaboration with parents, peers, and students to devise effective individualized educational programs; (2) showing through actions to all members of the classroom that a child with disabilities is an important member of the class and of society; (3) remaining committed to the instruction of children with disabilities; (4) including students with disabilities in every class activity to promote effective learning and to avoid social isolation; (5) coordinating with others each team member's role in ensuring desired outcomes; (6) devising ways to provide specialized instruction to disabled students within the same overall curriculum area, but at a different level; (7) providing activity-based learning, which is most appropriate for a wide range of students, including those with disabilities; (8) adapting classroom arrangements, materials, and strategies as needed; (9) articulating needs for adequate support services; (10) evaluating teaching effectiveness, including students' application of their learning to real life situations.

Descriptors: teachers, guidelines, strategies, checklists, inclusion, classroom strategies, collaboration

Source: Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110

Suggested Audience: teachers, district and building administrators **Cost:**

Author:

Year of Publication: 1996, July

Title: **Curriculum adaptations: Customizing for inclusion; Elementary teachers share their best adapted lessons**

Journal or Newsletter: Inclusive Education Programs

Volume: 3 **Issue Number:** 7 **Pages:** 1-4

Place of Publication: Horsham, PA

Publisher: LRP Publications

Abstract: This special bonus report explores the experiences of elementary teachers in adapting instructional techniques to support students with disabilities in an inclusive classroom. Elements critical to success include an emphasis on simplicity and wide-ranging professional collaboration.

Successfully incorporating students students with special needs requires that teachers rethink the teaching process and use adaptations that increase student engagement. This was verified by a recent study that documented innovative practices in Madison (WI) that qualitatively improved inclusion programs by engaging students more consistently. The study found that there was a hierarchy of information that had a good effect on teachers' instructional arrangement, lesson format, teaching style, and curricular goals. Teachers reported that curricular adaptations were initially difficult, but the data show that engagement time increased over time despite some regressions.

Descriptors: curriculum, strategies, collaboration, inclusion, research, adaptations

Source: LRP Publications
747 Dresher Road
P. O. Box 980
Horsham, PA 19044-0980
(800) 341-7874, ext. 275
(215) 784-0860

Suggested Audience: state and local policy makers, teachers **Cost:**

Author: Ayers, B., & Meyer, L. H.

Year of Publication: 1992, February

Title: Helping teachers manage the inclusive classroom

Journal or Newsletter: School Administrator

Volume: 49 **Issue Number:** 2 **Pages:** 30-37

Place of Publication: Arlington, VA

Publisher: American Association of School Administrators

Abstract: This article maintains that special education must become part of a unified educational system to accommodate today's diverse student needs. New technologies and innovations, such as cooperative learning, whole language approaches, and interdisciplinary teaching, are discussed. Team approaches and ongoing inservice training for all teachers are, according to the authors, a necessary component for inclusion to be successful.

Descriptors: classroom management; classroom strategies; collaboration; cooperative learning; instructional strategies; inclusion

Source: American Association of School Administrators
1801 N. Moore Street
Arlington, VA 22209
(703) 875-0772

Suggested Audience: state and local policy makers

Cont.

Author: Bergen, D.

Year of Publication: 1993

Title: Teaching strategies: Facilitating friendship development in inclusion classrooms

Journal or Newsletter: Childhood Education

Volume: 69 **Issue Number:** 4 **Pages:** 234-236

Place of Publication: Wheaton, MD

Publisher: Association for Childhood Education International

Abstract: This article discusses four strategies that teachers can use to encourage and develop interpersonal skills of students when incorporating special needs children into regular classroom settings. Strategies include establishing a classroom climate that encourages peer interaction, encouraging deeper friendships with diverse children, providing social skills training, and discussing the characteristics of good friendships.

Descriptors: friendships, peers, inclusion, socialization

Source: Association for Childhood Education International
11501 Georgia Ave, Suite 315
Wheaton, MD 20902
(800) 423-3563
(301) 942-2443

Suggested Audience: technical assistance providers, teachers **Cost:**

Author: Block, M. E.

Year of Publication: 1994

Title: *A teacher's guide to including students with disabilities in regular physical education*

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Baltimore, MD

Publisher: Paul H. Brookes Publishing Co

Abstract: This guide details how regular and special educators can meaningfully include students of all ages and abilities in regular physical education programs.

Part I discusses the benefits of physical education, the components of a program adapted to the needs of the disabled, rationales for inclusion, and a team approach to inclusion emphasizing professional collaboration.

Part II provides a systems approach to developing of an inclusive physical education program, including planning steps, assessment tools, instructional and curricular strategies, and program modifications for specific disabilities.

Part III outlines a step-by-step implementation process for an inclusive program at the preschool, elementary, and high school levels, including detailed activity lists, diagrams and drawings, and evaluation guidelines.

The book includes a substantial bibliography.

Descriptors: physical disabilities; physical education; philosophy; strategies; inclusion

Source: Paul H. Brookes Publishing Co
P.O. Box 10624
Baltimore, MD 21285-0624

Suggested Audience: teachers K-12, local school boards **Cost:** $7.00

Author: Cartledge, G., & Talbert-Johnson, C.

Year of Publication: 1996, Winter

Title: Inclusive classrooms for students with emotional and behavioral disorders: Critical variables

Journal or Newsletter: Theory Into Practice

Volume: 35 **Issue Number:** 1 **Pages:** 51-57

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: Studies indicate that students with emotional and behavioral disorders (EBD) are the most difficult to include in mainstreamed environments. Evidence is cited that general education teachers are the least tolerant of the behavior of these students in their classes, that disabled students have difficulty meeting behavioral standards, and that meaningful peer relationships with non-disabled peers are unlikely. Therefore, these authors stress that inclusion advocates must identify strategies that promote successful integration and that remain sensitive to the role of place in service delivery.

Teacher attitudes and preparation influence the successfulness of inclusion. General classroom teachers need competencies in collaboration and team teaching, and professional support to integrate students with EBD. Successful inclusion also requires systematic instruction of social skills through collaborative programs involving special and general educators, support personnel, parents, and student peers.

Descriptors: serious emotional disturbance; behavior disorders; inclusion

Source: College of Education
172 Arps Hall
1945 N. High St.
Columbus, OH 43210
(614) 292-3407
FAX (614) 688-3942

Suggested Audience: state and local administrators, educators on all levels

Author: Cheney, D., & Muscott, H. S.

Year of Publication: 1996, Spring

Title: Preventing school failure for students with emotional and behavioral disabilities through responsible inclusion

Journal or Newsletter: Preventing School Failure

Volume: 40 **Issue Number:** 3 **Pages:** 109-116

Place of Publication: Washington, DC

Publisher: Heldref Publications -- Helen Dwight Reid Educational Foundation

Abstract: Parents and professionals are calling for redefined outcomes and revised practices to create a more unified educational system characterized by full inclusion. Responsible inclusion is preferable to full inclusion, however, because individual needs should take precedence over placement. Responsible inclusion uses placement as a means to the end of providing an appropriate education and not as an end in itself. It ensures that adequate support services are available to students, and is implemented more incrementally. This article summarizes a process model being implemented in New Hampshire's Statewide Systems Change Project to systematically increase schools' capacities to serve students with social, emotional, and behavioral needs. The process comprises of three phases -- program development and implementation, redevelopment and reimplementation, and systematic evaluation. Schools delineate goals and strategies to reach agreement on vision and implementation, increase professional knowledge and skills, develop schoolwide social instruction and discipline procedures, improve collaboration, and provide educational support to parents.

Descriptors: model programs; support systems; inclusion

Source: Heldref Publications -- Helen Dwight Reid Educational Foundation
1319 Eighteenth St., NW
Washington, DC 20036-1802
(202) 296-6267

Suggested Audience: state and local policy makers; administrators; parents; teachers **Cost**

Author: Bacon, M., Rutland, B., & Nickel, P.

Year of Publication: 1993

Title: Implementing a balanced inclusion program

Journal or Newsletter: Principal

Volume: 73 **Issue Number:** 3 **Pages:** 33-35

Place of Publication: Alexandria, VA

Publisher: National Association of Elementary School Principals

Abstract: This article describes how educators should strive to evaluate the unique learning needs of all students, providing a wide variety of learning options in both general and special education settings. To implement such a balanced program, a school must define its philosophy of inclusion to include all students with and without special needs, and should provide effective responses to the needs of students with and without disabilities.

In the first year, the school must prepare parents and students, establish an inclusion committee, develop a written plan, review each special education student's Individualized Education Program, and design program modifications such as more flexible staff assignments.

In year two, the school must implement a pilot program involving two teachers, establish an ongoing staff development process, and assess the impact of the program with effective assessment instruments such as the Columbia Mental Maturity Scale.

Descriptors: inclusion, planning, strategies, training, schools

Source: National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

Suggested Audience: teachers, state and local administrators East

Author: Fields, E. M.

Year of Publication: 2000, Ohio

Title: Classroom groups: Inclusion of students with disabilities

Journal or Newsletter: The Journal for Specialists in Group Work

Volume: 25 Issue Number: 2 Pages: 93-107

Place of Publication: Alexandria, VA

Publisher: Association for Specialists in Group Work – American Counseling Association

Abstract: Because inclusion places students of the same age in the same class, including those with disabilities, it has the potential to reduce duality and expand the cognitive, affective, and psychosocial diversity in the classroom. This article describes the classroom as circles of a task group. Teachers who understand this model may be in a better position to successfully implement classroom inclusion by creating the necessary climate of acceptance for students with disabilities and by addressing such concerns as self-esteem, the uniqueness of individuals, cooperation, and social skills. Some concerns need particular attention in the context of inclusion, including accepting students with disabilities within the classroom, encouraging universality and building, nurturing authentic friendships, and sharing group time and resources fairly. The potential role of group skills research and theory in the inclusion process leads to the further consideration of areas in need of research include interacting in small groups, promoting awareness, balancing task and personal orientations, and promulgating appropriate learning standards.

Descriptors: cooperative learning, friendships, self-esteem, socialization, teamwork, inclusion

Source: Association for Specialists in Group Work – American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304-3300
(703) 823-9800
FAX (703) 823-0252

Suggested Audience: state and local policy makers, educators, Adult

Author: Girard-Culbreth, G., & Rosenblum, P.

Year of Publication: 1996, January-February

Title: Coping with inclusion overseas

Journal or Newsletter: Learning Successful Teaching Today

Volume: 24 Issue Number: 2 Pages: 49-51

Place of Publication: Connecticut, NE

Publisher: The Education Center, Inc.

Abstract: In this article a published inclusion expert and a teacher give an inclusion coaches from perspectives and experiences to offer the following list of an organizations and successful inclusion programs: (1) teacher commitment to inclusion (staff beginnings) are appropriate if support systems are shaky); (2) flexible teaching schedules to accommodate the realities of inclusion; (3) cooperation among general education teachers, special education teachers, parents, and students (peer tutoring was be needed to introduce special education students to the cooperative learning approach); (4) allowances for teaching modifications to a student's IEP (possible including adapting assignments, tape recording lessons, and allowing partners to work a student's responses; (5) a classroom setup adapted to the needs of an inclusion setting; and (6) subjective belief in the potential of all students, demonstrated through appropriate encouragement.

Descriptors: inclusion, staff training, preparation, classroom modifications, teacher training

Source: The Education Center, Inc.
[illegible]
Greensboro, NC 27408
(910) 273-4800
FAX (910) 273-4830

Suggested Audience: school board members, teachers, principals Cost:

Author: Rowell, R.

Year of Publication: 1995, Winter

Title: Technological aids for inclusive classrooms

Journal or Newsletter: Theory Into Practice

Volume: 31 Issue Number: 1 Pages: 54-61

Place of Publication: Columbus, OH

Publisher: College of Education, Ohio State University

Abstract: This article reports on the use of technology in inclusive settings with the assumption that general education will be increasingly using technology as their responsibilities toward students with disabilities grow.

An expanding body of research indicates that computer-based learning can be useful for students with mild disabilities, particularly as tools for practice and learning problem-solving skills. However, studies of students with moderate to severe mental disabilities provide only minimal evidence of effectiveness. Students with physical and sensory disabilities can benefit substantially from the assistive rather than instructional nature of computers.

Factors which impede the optimal utilization of technology in both general and special education contexts include: (1) high cost and obsolescence; (2) inadequate teacher training; (3) poor support and implementation programs; and (4) the continuing need to organize curricula related to performance objectives and the operational features of technology.

Descriptors: technology; inclusion; mild disabilities

Source: College of Education
274 Arps Hall
1945 N. High St.
Columbus, OH 43210
(614) 292-4627
FAX (614) 688-3743

Suggested Audience: state and local administrators; educators at all levels

Author: Jorgensen, C. M.

Year of Publication: 1992

Title: *Natural supports in inclusive schools: Curricular and teaching strategies.* in Nisbet, J. (ed.), *Natural Supports in School, at Work, and in the Community for People With Severe Disabilities*

Journal or Newsletter:

Volume: **Issue Number:** **Pages:** 179-215

Place of Publication: Baltimore, MD

Publisher: Paul H. Brookes Publishing Co

Abstract: *In this chapter Natural Supports in School, at Work, and in the Community for People With Severe Disabilities, the author argues that the implementation of inclusion requires educational systems that promote collaborative skills, use curricular and instruction methods that yield high achievement, and provide support in ways that do not work against inclusion values. Natural supports are those systems components—philosophy, policies, people, materials, technologies, and curricula— that are used to enable the full participation of all students in the regular classroom, school, and community life. The chapter provides a detailed analysis of the effectiveness of one inclusion program during a student's day. The effective use of natural supports in inclusive school programs requires gaining consensus among team members that these programs are valuable. This is done by sharing with others the rationales for using them, making friendships an educational priority, and developing a 'least intrusive supports first' planning process.*

Descriptors: *collaboration; curriculum; inclusion; planning; support systems*

Source: Paul H. Brookes Publishing Co
P. O. Box 10624
Baltimore, MD 21285-0624

Suggested Audience: *state and local policy makers, administrators,* teachers **Cost:** $29.00

Author: Knight, D., & Wadsworth, D.

Year of Publication: 1993

Title: Physically challenged students

Journal or Newsletter: Childhood Education

Volume: 69 **Issue Number:** 4 **Pages:** 211-215

Place of Publication: Wheaton, MD

Publisher: Association for Childhood Education International

Abstract: This article provides suggestions for preschool, elementary, and middle grade teachers on mainstreaming students with physical and medical difficulties. Suggestions are given that focus on parent involvement, peer interaction, environment and training considerations, and instructional adaptations. The article also discusses topics, such as emergency care plans, that can make inclusion in regular classes a non-threatening experience for physically challenged students.

Descriptors: inclusion; classroom strategies; classroom modifications; physical disabilities; parents

Source: Association for Childhood Education International
11501 Georgia Ave., Suite 315
Wheaton, MD 20902
(800) 423-3563
(301) 942-2443

Suggested Audience: state and local administrators; teachers **Cost:**

Author: Miller, S.

Year of Publication: 1996

Title: Inclusion strategies for teachers

Journal or Newsletter: Principal

Volume: 75

Issue Number: 4

Pages: 35

Place of Publication: Alexandria, VA

Publisher: National Association of Elementary School Principals

Abstract: Because traditional approaches to teaching and learning will not suffice in an inclusive setting, the author recommends the following strategies to teachers. Become familiar with the disabilities of all special-needs children, and consult with special education teachers and parents. Organize learning objectives in sequences from basic to complex, and follow the teaching of skills and concepts with meaningful repetitions. Consider using parent volunteers or peer tutors if necessary. For students with learning disabilities, identify specific disabilities, and identify which children are taking behavior-affecting medication. Separate tasks into component parts and allow sufficient response time. Reinforce positive behaviors. For students with emotional or behavioral disorders, provide many opportunities to practice newly learned skills, and don't assume a student has understood the lesson. Ignore minor attention-getting remarks, and remain sensitive to the social dynamics of classroom groupings. For students with physical disabilities, ensure convenient access and remain aware of mobility problems. Provide needed assistance, and make lapboards or high tables available when using manipulatives.

Descriptors: inclusion, planning, strategies, staff training, schools

Source: National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345

Suggested Audience: teachers, administrators, State Education Agency

Cost

Author: Moore, L. O.

Year of Publication: 1996

Title: Inclusion: *A practical guide for parents: Tools to enhance your child's success in learning*

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: Minnetonka, MN

Publisher: Pyramid Publications

Abstract: This book offers parents of children with disabilities guidance on meeting the needs of disabled students in inclusive schooling. Background information is provided on the ways in which children learn and the specific difficulties facing children with learning disabilities and attention deficits. Strategies are given to help parents assist their children in benefiting fully from the learning experience, and the methods used to measure learning progress are explained, including tests, teacher observation, and assessment of daily work.

The book describes various models of inclusion and examines the foundations of a collaborative approach to educating and supporting students with learning disabilities.

Guidelines are included for parents/guidelines to help them evaluate the nature of their child's disability, their learning style, and their academic progress. Strategies are given for helping their children with homework.

An appendix includes numerous checklists to aid parents.

Descriptors: parents, inclusion, guidelines, collaboration, attention deficit disorder, learning disabilities, forms, checklists

Source: Pyramid Publications
P.O. Box 1048
Minnetonka, MN 55345
(612) 449-8709
FAX (612) 906-0777

Suggested Audience: parents

Cost: $9.95

Author: National Information Center for Children and Youth with Disabilities (NICHCY)

Year of Publication: 1991, July

Title: Planning for inclusion

Journal or Newsletter: NICHCY News Digest

Volume: 1 Issue Number: 1 Pages: 1-4

Place of Publication: Washington, DC

Publisher: National Information Center for Children and Youth with Disabilities

Abstract: While the term inclusion is used widely, it has no single definition. For the purposes of this special issue, the term refers to the process and practice of educating students with disabilities in the general education classroom. Full inclusion refers to a situation where such students receive all their education in the general education classroom, where partial inclusion refers to including students for only a portion of the class day. While not a mandate for inclusion, the Individuals With Disabilities Act's 'least restrictive environment' requirement forms the legal foundation for the practice of inclusion. Debate on the form and desirability of inclusion rages against the backdrop of continuing reform.

The following factors are emerging as critical to successful inclusionary practices and programs: establishing a philosophy and comprehensive plan; involving principals, educators, and parents; providing staff awareness, support, training, and development; supporting collaboration; and establishing methods for evaluating the progress of students and of the inclusion program as a whole.

Descriptors: inclusion; checklists; classroom modifications

Source: National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
(800) 695-0285
(202) 884-8200

Suggested Audience: parents, state and local policy makers, administrators, teachers

Cost: free

Author: Oakes, J.

Year of Publication: 1990, March

Title: Organizing schools into small units: Alternatives to homogeneous grouping

Journal or Newsletter: Phi Delta Kappan

Volume: 71 Issue Number: 7 Pages: 533-538

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: This article presents research that indicates that large school size negatively affects student opportunities for learning. Dividing schools into small units creates a context for teaching and learning that is more stable, intimate, and supportive. It encourages a coordinated, cross-disciplinary approach to instruction, and broadens input into decision making.

Rubin Rickwoods, a Cambrian secondary school, and William Penn High School in Philadelphia exemplify an approach to small unit organization geared to meeting diverse students' needs in a regular classroom. Staff members have restructured school management, teachers' working relations, and existing programs, among other aspects of schooling. At Rubin Rickwoods, teacher teams allowed for successful inservice training and the mainstreaming of special education instructors. Educators at both schools were able to overcome institutional opposition and increase access to high-quality education only by designing units in which diverse students have an equal chance to succeed.

Descriptors: principals, inclusion, strategies, classrooms, restructuring, organization

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: teachers, administrators, policy makers Cost:

Author: Roach, V.

Year of Publication: 1995

Title: Supporting inclusion: Beyond the rhetoric

Journal or Newsletter: Phi Delta Kappan

Volume: 77 Issue Number: 4 Pages: 295-299

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: While debate among professionals regarding the nature and desirability of providing inclusive education to disabled students continues, it is difficult, at present, to determine how widely inclusion is practiced and even more so to gauge its quality.

Advocates of inclusion generally distinguish between mainstreaming and inclusion. Mainstreaming provides special services in a separate setting, then brings students with disabilities into the regular classroom incrementally, often without providing needed supports. In inclusion programs, the students are presumed to belong to the class they would attend if they did not have a disability. The author of this article examines implementation of inclusion programs from a variety of perspectives, including those of teachers, district and school administrators, and policy makers.

Once a district begins to plan for inclusion, it should 'start strong' and aggressively while stimulating a comprehensive community dialogue. The implementation phase can occur in different ways: (1) as a gradual accommodation of individual families on an ad hoc basis; (2) through a pilot program; (3) using a gradual phasing-in with plans to provide access to all students within a given period; or (4) through a rapid conversion of the schools to inclusion within one to two years. Districts have generally redirected funds previously supporting segregated learning to their new inclusion programs.

The success of an inclusion program largely hinges on teacher preparation and training in collaborative efforts providing regular and special education teachers. Successful models involve all teachers, paraprofessionals, and related service personnel in the inclusion process, and address teacher perceptions. Training typically assumes one of four forms: site visits, situation-specific problem-solving sessions, training sessions focused on instructional strategies and curricular adaptations, or in-service training sessions. The final key in any successful inclusion program is a flexible system of teacher planning time.

Descriptors: inclusion; opinions; support systems; strategies; guidelines; teacher training

Sources: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audience: state and local policy makers; teacher educators; administrators; teachers

Cost:

Author:	Salisbury, C. L., Gallucci, C., Palombaro, M. M., & Peck, C. A.
Year of Publication:	1995
Title:	Strategies that promote social relations among elementary students with and without severe disabilities in inclusive schools
Journal or Newsletter:	Exceptional Children
Volume:	62 Issue Number: 2 Pages: 125-137
Place of Publication:	Reston, VA
Publisher:	The Council for Exceptional Children
Abstract:	Using qualitative research methods, the authors of this article studied the strategies that general education classroom teachers use to promote positive relationships between children with and without disabilities in inclusive classrooms. Based on observations and interviews with teachers, specialists, and administrators in two inclusive schools, they identify five strategies used by classroom teachers: actively facilitating social interaction, empowering children, building a sense of community in the classroom, modeling acceptance, and developing school organization supports. These practices are discussed in terms of their congruence with broader goals and best practices within special education.
Descriptors:	inclusive, best practices, classroom strategies, moderate disabilities, severe disabilities, socialization
Source:	The Council for Exceptional Children 1920 Association Drive Reston, VA 20191-1589 (800) 328-0272 Voice: (703) 620-3660 FAX: (703) 264-9494 TTY: (703) 264-9446
Suggested Audience:	district and school level administrators Exist teachers, researchers

Author: Steinbeck, M., Steinbeck, K., & Stefanich, G.

Year of Publication: (1992, Spring)

Title: Learning together in inclusive classrooms

Journal or Newsletter: Teaching Exceptional Children

Volume: 24 Issue Number: 3 Pages: 14-19

Place of Publication: Boston, VA

Publisher: The Council for Exceptional Children

Abstract: This article describes how to collaborate with inclusion facilitators and others, general educators can make classroom curriculum adaptive and challenging to all students. Activities that are adapted to the diverse abilities of students, while maintaining a group context, allow educators to avoid creating learned helplessness and isolation within the classroom. Implementing such adaptations in the general education classroom may require a team of teachers, parents, classmates, administrators, occupation and physical therapists, communication experts, and school psychologists. Student proficiencies are critical to the success of inclusion programs and is encouraged through peer involvement. The need among students with disabilities for functional competence and community referenced skill development can be provided in integrated work study programs, home economics and other such classes. Resource educators must accept solutions to the dangers of over adaptations and provide a classroom environment that challenges students to excel as far as possible. The article includes descriptions of eight adaptive activities.

Descriptors: curriculum, classroom strategies, peer support, inclusion

Source: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(800) 328-0272
TTY/TDD (800) 347-0157
Fax# (703) 264-9494 TTY/TDD (fax-back)

Suggested Audience: state and local policy makers, educators Cost:

Author: [illegible]

Year of Publication: 2000

Title: Inclusion: Mirror and motif in the Green Mountain state

Journal or Newsletter: Phi Delta Kappan

Volume: 81 Issue Number: 9 Pages: 696-701

Place of Publication: Bloomington, IN

Publisher: Phi Delta Kappa, Inc.

Abstract: This article reports that Vermont leads the nation in the inclusion of children with disabilities in general education classrooms. It points graphically on contact in more than 27 years of statewide staff development, model demonstration projects, and intensive assistance to local schools.

Type educators and policy makers identified five components critical to their success: (1) administrative support, (2) the commitment of instructional staff, (3) the provision of specialized expertise in the classroom, (4) collaborative planning and leadership, and (5) a statewide transition planning process. Forthcoming funding projects that increase aggregated placements was accomplished by replacing the traditional formula based on the number of eligible special education students with block grants based on total student enrollment.

Classroom acceptance of inclusion was protected by a revised statewide core curriculum for all students and the development of alternative assessment practices.

Descriptors: funding, inclusion, interviews, strategies, assessment, curriculum

Source: Phi Delta Kappa, Inc.
408 N. Union
P.O. Box 789
Bloomington, IN 47402
(812) 339-1156
e-mail: kappan@pdkintl.org

Suggested Audiences: state and local policy makers and administrators Cost:

Author: [illegible]

Year of Publication: [illegible]

Title: [illegible]

Journal or Newsletter: [illegible]

Volume: [illegible] Issue Number: [illegible] Pages: [illegible]

Place of Publication: [illegible]

Publisher: [illegible]

Abstract: [illegible]

Descriptors: [illegible]

Source: [illegible]

Suggested Audience: [illegible]

Author: Knight, J., & Knight, M.

Year of Publication: (1999, April)

Title: A curriculum coordinator in an inclusive environment

Journal or Newsletter: Focus on Exceptional Children

Volume: 31 Issue / Quarter: 8 Pages: 12

Place of Publication: Denver, CO

Publisher: Love Publishing Company

Abstract: According to this descriptive, collaborative fieldwork, special and general education is increasing as special education can assist in place in their support in a more inclusive general classroom context.

The challenge for collaborative partnerships is to push their knowledge about curriculum issues and develop barriers to make a challenge environment that promotes access for all their students. This process should target the provision of the curriculum a research all students before the content is presented rather than after student failure.

A curriculum coordinator approach is presented comprised of four phases. It establishing the environment for collaboration, 2) identifying problems for students, curriculum goals, instructional strategies, and new student teacher relationships, 3) developing an intervention plan, then evaluate curriculum, instruction, and environment modifications, and 4) providing support activities for students and teachers, and 5) evaluating the collaboration for addressing student progress.

Descriptors: collaboration, curriculum, classrooms, planning, inclusion

Address: Love Publishing Co.
Educational and Professional Office
1777 Blue Spruce
Denver, CO 80214
(303) 757-2179

Target Audience: curriculum coordinators, consultants, and teachers working with special and general education, curriculum specialists

Cost:

Author: Williams, R. & Hu, T. J.

Year of Publication: 1986, Spring

Title: Planning for turnover: A practical process

Journal or Proceedings: Training & Development Handbook

Volumes: 01 Issue / Number: 1 Pages: 4-17

Place of Publication: Boston, MA

Publisher: The Council for Exceptional Children

Abstract: This article describes how the turnover process can work. The ALM (Annual Analysis Planning Loop) Process can provide effective data-based programs for all students in an exceptional classroom. It helps management of and transition to general education and integrated living, guidance staff, school, parent acceptance facilities to maximize outcomes and promotes pride of natural citizens, such as employers, social acceptance, quality and value, with courage, future-looking, with control, and inclusion in integrated environment.

The Annual Review and the Individual Transition Plan are a model for developing general education and step of problem in a transition model. The individual determining process and goals, and personal education and other activities, must start in transition and participation of the student as he/she grows and the professionals through transition, when a student's knowledge and the. The team must manage support and success the student program. The process should be organized system to start a specific and successful. Maintenance and end of review are necessary.

Descriptors: exceptional, planning, transition, strategies, collaboration

Notes: The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
(800) 328-0272
Fax (703) 264-9494
(703) 620-3660 (TTY)

Suggested modifications: state and local authorities' standard curriculum; Public administrators; teachers; parents

Author: Pugach, M., & Gross, S.

Year of Publication: 2001

Title: Pupil exclusion to exclusion to urban schools: A look use the teacher education debate

Journal or Newsletter: Education and Urban Society

Volume: 27 Issue Number: 3 Pages: 270-281

Place of Publication: Thousand Oaks, CA

Publisher: Corwin Press, Inc.

Abstract: As a follow-up to the article, schools in urban settings are characterized by a deficit orientation that has a pervasive effect on students and eventually teacher attitudes about student outcomes. The author's argue that when it comes to urban schools, approaching a discussion based on the old questions that teacher often hear in this area, often school professionals and that the special education setting, students may have trouble in some assistance to the mainstream in a student society. Consequently, a lesson on preparation issues addresses a quick to understanding, schools to obtaining an in-stage of a [illegible] framework that is more attention to overcoming influence exclusions while affecting everyone to use to know, as needed.

Maintaining the exceptions to a more educational student to expert for an image of teacher education's current impact on a psychology of the practices for diverse teaching, a particular theory implications. Preparing general and general education to the [illegible] regular, in some settings a person against a child and to consideration, based to [illegible] a relationship with affecting for students [illegible] the work. To providing the conditions to general education in general education, for maintaining diversity, instruction to the issues. To general use plans to education a part for psychology of the needs of [illegible] Images provided to attempt for student [illegible] among diverse students, such as maintaining the attributes order of general education.

The percentage the educating teacher studies a subject that is standing to standing process, such and that a problem, the suggestions of their conditions to the [illegible] to [illegible] and [illegible]. Students considered the cultural preparations to the [illegible] to [illegible] a more teachers' [illegible] and [illegible] [illegible] to specific [illegible] to [illegible] [illegible] [illegible]

Author: San Diego County Schools

Year of Publication: 1995

Title: Inclusion: Kids like me

Journal or Newsletter:

Volume: **Issue Number:** **Pages:**

Place of Publication: San Diego, CA

Publisher: ITV San Diego County Schools

Abstract: The message of this video is that if every student is to be valued and nurtured, then schools must honor their commitment to diversity in practice. Collaborative efforts involving parents, administrative personnel, special and general educators, and students are essential to the success of an inclusion program.

Inclusion teaches all students self-respect, self reliance and the skills needed to fully participate in their community. Students without disabilities learn from as well as teach their peers with disabilities. While each child's Individualized Education Plan is unique, they share the goal of providing opportunities to participate in education for everybody.

Implementing a program of inclusion requires that principals embrace change and provide adequate financial, physical and interpersonal support to their staff. Educators must learn flexibility in practice, and consistently expect educational success from students with disabilities in their classrooms.

Descriptors: inclusion; parents; public relations; collaboration; IEP's

Source: San Diego Unified School District
Exceptional Programs Department
Inclusion Video
1775 Challenger Blvd., Dana Center Room 247
San Diego, CA 92107
(619) 225-3618

Suggested Audience: parents, school boards, community members **Cost:** $24.95